

|                                     |                   |                 |   |                            |    |
|-------------------------------------|-------------------|-----------------|---|----------------------------|----|
| <b>Unit 6 Title</b>                 | This is Me!       |                 |   |                            |    |
| <b>Subject group and discipline</b> | Arts: Visual Arts | <b>MYP year</b> | 2 | <b>Unit duration (hrs)</b> | 18 |

### **Inquiry: Establishing the purpose of the unit**

| <b>Key concept</b>   | <b>Related concept(s)</b>    | <b>Global context</b>   |
|--|------------------------------|---|
| Identity   | Expression<br>Representation | Identities and relationships<br>Exploration: Identity Formation |
| <b>Statement of inquiry</b>  |                              |   |
| Expressive representations of identity support individual identity development.  |                              |   |
| <b>Inquiry questions</b>   |                              |   |
| <p><b>Factual</b></p> <p>How is expressive character design used to develop identity in film?<br/>How can I accurately represent my appearance in my creative work?</p> <p><b>Conceptual</b></p> <p>Can abstract representations effectively express identity?</p> <p><b>Debatable</b></p> <p>What makes me, me?</p> |                              |   |

| Objectives  |   | Summative assessment   |
|---|---|--|
| <p><b>B. Developing</b></p> <p>I. practically explore ideas to inform development of a final artwork or performance</p> <p>II. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.</p> <p><b>C. Creating/Performing</b></p> <p>I. create or perform an artwork</p> | <p><b>G</b>oal: The student will produce an <b>identity</b> self-portrait, which <b>expresses</b> important elements of their <b>identity</b> visually.</p> <p><b>R</b>ole: The student is an independent artist.</p> <p><b>A</b>udience: The audience are general public visitors to a local exhibition.</p> <p><b>S</b>ituation: IVC is having an exhibition to showcase the diversity of individual <b>representation</b> in the local community.</p> <p><b>P</b>urpose: The student needs to effectively communicate their <b>identity</b> through their creative choices in their <b>identity</b> portrait.</p> <p><b>S</b>tandards and criteria (MYP Visual Arts Year 3):</p> <p>B. Developing (i and ii)</p> <p>C. Creating/Performing (i)</p> | <p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students will need to select and use a mixture of realistic and abstract art techniques in their self-portrait <b>representation development</b>, in order to fully <b>express</b> their <b>identity</b>.</p> <p>Summative assessment of this unit will be based on a portfolio of the students work from across the unit, including core assessment tasks introduced at the end of the unit, which demonstrate the <b>development</b> undertaken.</p> <p><b>Core assessment task part 1:</b> Pencil half self-portrait</p> <p><b>Core assessment task part 2:</b> A set of initial composition ideas.</p> <p><b>Core assessment task part 3:</b> A completed composition.</p> |
| Approaches to learning (ATL)  |   |  |
| Skill Category  | Skill Cluster   | Skill Indicator and Description  |
| Communication   | Communication   | In order for students to effectively <b>develop</b> an accurate <b>representation</b> of their appearance. They will need to give and receive meaningful feedback.<br><b>Explicitly taught and practised skill strategy:</b> Using sentence starters to write meaningful feedback to peers.  |
| Self-Management   | Affective   | In order for students to manage the ups and downs of an extended piece of work. They will need to practise positive thinking.<br><b>Explicitly taught and practised skill strategy:</b> Using 'What Went Well' to identify positives in class conversations.   |
| Thinking  | Creative Thinking   | In order for students to outline a clear artistic intention for the final artwork. (Objective B.II). They will need to make unexpected or unusual connections between objects and/or ideas.<br><b>Explicitly taught and practised skill strategy:</b> Thumbnail use for idea exploration.  |